



Fine & Performing Arts Department Curriculum Guide

Instrument Workshop – CP

Course Description
<p>This instrumental class is for any students interested in learning a wind or percussion instrument or for students intending to major in music education. Students may choose to focus on the flute, clarinet, saxophone, trumpet, french horn, trombone, baritone, tuba, and percussion. The focus will be on reading basic music notation, building individual techniques, developing ensemble skills such as tuning and listening, and performing individually and with others. This is the perfect course for a student who previously played an instrument and wants to return or a band student who wants to learn a double or new instrument. Students planning on majoring in Music Education or Performance are also encouraged to take this course. No previous experience is required. Students will be required to rent or bring their own instruments. Some school-owned equipment may be available as well.</p>
Content Standards
<p>Cluster 1: Creating art with artistic intent. Artistically literate students generate, organize, and refine artistic ideas using a variety of strategies and tools to serve an intended purpose for their artistic work.</p> <p>Practice 1. Generate and conceptualize artistic ideas and work. Through exploration, students generate a wide variety of innovative ideas while expanding the boundaries of connection, style, genre, or medium.</p> <p>Practice 2. Organize and develop artistic ideas and work. Using a myriad of tools (e.g., brainstorm, sketches, outlines), students plan and organize their ideas to best support their artistic intent.</p> <p>Practice 3. Refine and complete artistic work. Through a variety of strategies (e.g., teacher or peer feedback, exploration, research, self-reflection), students conceive and revise their artistic ideas to better express, evoke, or communicate their artistic intent.</p> <p>Cluster 2: Presenting or performing artistic works to evoke, express, or communicate. Artistically literate students share their creations with an audience or viewers to evoke, express, or communicate an intended purpose or meaning. They recognize choices and make improvements within their own work or performance aligned with their artistic intent.</p> <p>Practice 4. Select, analyze, and interpret artistic work for presentation. When performing work written by others, students interpret the creator's script or score to convey the artist's intention. When sharing their own work, students reflect on how their performance or presentation best supports their artistic intent.</p> <p>Practice 5. Develop and refine artistic techniques and work for presentation. Through the practice and development of technical skills, and the refining of details, students polish a work for presentation.</p> <p>Practice 6. Convey meaning through the presentation of artistic work. Through the presentation of an artistic work, students successfully evoke, express, or communicate the artistic intent.</p> <p>Cluster 3: Responding to arts through intellect and emotion. Artistically literate students regularly analyze and evaluate their own and others' works of art, including the work of peers and important artwork from varied historical periods and cultures. These students understand that artistic intent is profoundly intertwined with an artist's cultural milieu, and they use this understanding to guide their own reactions to works of art. Learning to appreciate artistic works is a lifelong cumulative experience. It is fostered through repeated performing, listening, looking, reading, and by pondering questions such as What did the artist mean to convey? Why has this work of art endured? What makes a work of art significant to its time and place?</p> <p>Practice 7. Perceive and analyze artistic work. Through observation of a completed work or exploration of the creative process, students understand how aspects of the artwork, such as the elements and principles of design, support the creator's intent.</p> <p>Practice 8. Interpret intent and meaning in artistic work. Through observation, discussion, or research, students reflect on an artistic work to discern what it evokes, expresses, or communicates to them.</p> <p>Practice 9. Apply criteria to evaluate artistic work. Students evaluate an artwork's effectiveness at evoking, expressing, or communicating artistic intent using either self-, group-, teacher-, or externally created criteria.</p> <p>Cluster 4: Connecting the arts to the self, society, history, culture, and other disciplines and bodies of knowledge. Artistically literate students discern connections between personal, societal, historical, and cultural contexts as well as multi-disciplinary knowledge when they reflect upon, interpret, respond to, and create artwork. These students understand that diverse forces influence how they view their own artwork as well as the art of others. As artistically literate people, they recognize the powerful influence and impact of the arts on society, history, and culture, as well as their own lives.</p> <p>Practice 10. Synthesize and relate knowledge and personal experiences to make art. Students draw from their personal and artistic experiences and their multi-disciplinary knowledge when envisioning and creating original art works that reflect their own artistic identity.</p> <p>Practice 11. Relate artistic ideas and works to societal, historical, and cultural contexts to deepen understanding. Students can articulate how societal, historical, and cultural forces have influenced artistic works, styles and genres, and vice versa.</p>



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Units	Essential Questions	Key Activities May Include:
The Percussion Family (Term 1)	<ul style="list-style-type: none"> ▪ <i>How do I create a consistent, characteristic tone on my instrument</i> ▪ <i>What elements contribute to tone quality and intonation?</i> ▪ <i>How do I read and interpret the language of music?</i> ▪ <i>What are the characteristics of a great musician?</i> ▪ <i>How does a great musician contribute to an ensemble?</i> 	<ul style="list-style-type: none"> ▪ Music notation reading and performance ▪ Performing melodic and non-pitched percussion instruments; individual skill assessment; chamber ensemble performance ▪ Teaching demonstrations; Count and perform rhythmic examples using Takadimi (<i>rhythmic solfege</i>)
The Brass Family (Term 2)	<ul style="list-style-type: none"> ▪ <i>How do I create a consistent, characteristic tone on a brass instrument</i> ▪ <i>What elements contribute to brass tone quality and intonation?</i> ▪ <i>How do I articulate and interpret style appropriately?</i> ▪ <i>How do I read and interpret the language of music?</i> 	<ul style="list-style-type: none"> ▪ Music notation reading and performance; buzzing on mouthpieces; ▪ Flexibility exercises; articulation exercises; ▪ Individual skill assessment; chamber ensemble performance; Teaching demonstrations
The Woodwind Family (Term 3)	<ul style="list-style-type: none"> ▪ <i>How do I create a consistent, characteristic tone on a woodwind instrument? (flute, clarinet, saxophone)</i> ▪ <i>What elements contribute to brass tone quality and intonation?</i> ▪ <i>How do I articulate and interpret style appropriately?</i> ▪ <i>How do I read and interpret the language of music?</i> 	<ul style="list-style-type: none"> ▪ Music notation reading and performance; tone on head joint/mouthpiece ▪ Adjusting and using reeds; fingering and fluency exercises; articulation exercises; ▪ Individual skill assessment; chamber ensemble performance; Teaching demonstrations



Units	Essential Questions	Key Activities May Include:
Modern Band (Term 4)	<ul style="list-style-type: none"> ▪ <i>What concepts in wind and percussion instruments apply to modern band?</i> ▪ <i>How do I read a lead sheet?</i> ▪ <i>How do I play a fretted instrument?</i> 	<ul style="list-style-type: none"> ▪ Reading tablature and drumset music; performing music alone and in small groups;